The Educational Third Dimension: I Continuing Education to Meet the Personalized Criteria of Librarians

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THE DIRECTIVE FOR THIS PAPER, as it was planned by the issue editor, was to examine the role of the individual professional librarian in a plan for continuing education—his motivation, his criteria for such a program, and his strategies for developing a course of lifelong learning. As a partial data base to assist in the development of her own thoughts on this very challenging subject, the author turned to a small, highly selected sample of colleagues for their opinions on aspects of this problem. A series of three open-ended questions were used:

What was your motivation for getting involved in continuing education?

Name the forms (kinds) of continuing education which have been most effective for you. Characterize briefly.

What strategies—objectives—for continuing education would you recommend to the young professional starting his career today?

These questions were mailed to a non-random sample of librarians whom the writer knew or had reason to believe would be likely to answer the above questions and who represented a range of ages and types of positions. The aim was to select persons who could be called "achievers," whether at the beginning (relatively speaking) of a promising career, or midway into or nearing the close of an accomplished career. The assumption is that such persons must have carried out, whether consciously or unconsciously, some kind of continuing education program—and their opinions should therefore carry some weight.

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Tabulation of the returns along with data from standard sources such as the *ALA Membership Directory* and *Who's Who in Library Service* revealed the following information:

Number of questionnaires sent	61
Number of questionnaires received	47
Percent returned	77%
Professional education	
M.L.S. (or equivalent) degree	28
Ph.D. or other doctoral degree	15
Not given	4
Sex	
Men	24
Women	23
Age	
35 and younger	7
36-50	19
51-65	14
66 and older	2
Not given	5
*Other characteristics**	
Special library work	2
Federal libraries/National associations	7
State/Regional libraries	6
College/University libraries	4
Public libraries	4
School libraries	4
Library education	18
Students	4
Administrators	18
ALA officers (past or present)	4

* The data here do not add to 47, by reason of multiple assignments, e.g., administrators or educators primarily associated with a particular specialty were tallied twice.

All returns were signed and all but one completely filled out; in this case, the respondent felt she had graduated too recently to be able to complete all answers. The group appears to be fairly representative of the profession as a whole so far as age is concerned, but certainly not as to sex. In type of library or type of work allegiance, it probably *over*represents educators and administrators and *under*represents special librarians. Although it was a personally selected, non-random

sample, the author feels justified in claiming that it does represent a group of "achievers" in the library profession, possibly even some of the "establishment." Stone in her recent dissertation analyzed some of the same variables reported here, but no effort will be made to (directly) compare findings with her study, though reference will be made where it is appropriate.[1] A study planned to make such comparison possible with Stone's data, using her sample of the library school classes of 1956 and 1961 and a structured sample of achievers might, in fact, be a useful way of discovering needs in continuing education.

The respondents' answers to this inquiry will be given in their own words, as examples of informed opinion of the group described. It is hoped that such quotations, in each person's own sometimes colorful style, selected for pertinence and relevance, will have greater impact and significance for the reader than cold statistics.

Many of the respondents commented on the lack (which was deliberate) of a stated definition for "continuing education," reflecting no doubt the lack of agreement among librarians on the precise meaning of this term. Stone in her recent dissertation equates the term with "professional development" and uses both terms to refer to "all activities and efforts by the individual to upgrade his knowledge, abilities, competencies and understanding in his field of work or specialization so that he can become a more effective professional." [2] Drucker makes a distinction between extended schooling and continuing education which characterizes each and appears to the writer to be useful in this context:

> Continuing education assumes that school becomes integrated with life. Extended schooling still assumes that one can only learn before one becomes an adult. Continuing education assumes that one learns certain things best as an adult. . . . Continuing education assumes . . . that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning. . . . We will, in other words, rediscover experience—but order it on a knowledge basis. Experience argues strongly that the assumptions of continuing education are a good deal more valid than those of extended schooling.[3]

Houle defines two major kinds of inservice education, the first deferred or extended pre-service education and the second, continuing education, which occurs when "fully equipped professionals maintain and develop their ability as a normal part of their life-work responsi-

bility."[4] These three imply the same point of view which will be used in the analysis and recommendations which follow.

What motivated this group of librarian-achievers to engage in continuing education activities? Stone analyzed a sample of library school classes of 1956 and 1961 in her study, and it may be assumed that a group selected because they are achievers would respond quite differently. The classification of motives which she used has two parts: work-study forces, incentives, and internal-individual forces were categorized as *direct* influences, and development opportunity group forces and situation forces were categorized as *indirect* influences. This classification will be used in presenting the motivations of the group sampled here.

Direct motivations which were internal-individual in source were typically reported by the respondents as follows:

> To acquire and maintain for myself a functional awareness of the total current social climate and to relate this awareness (however factional and faulty) to the more effective use by all citizens of libraries, books and other media of communications so they might more effectively shape sound personal and public policies and decisions.
>
> My basic commitment to librarianship is based on my faith in intellectual growth as a way of life. This is a large part of what libraries are all about. . . . Like many others, librarians as well as non-librarians, I feel a sense of urgency concerning the needed improvement and dramatic change in libraries and, of course, librarians.
>
> A joy in reading, a maturing perspective, a fondness for young people, and a faith in self-determination and education as a force for social progress, all contributed to one of the wisest decisions I ever made: to continue my education. Always a champion of women's rights (my grandmother was before me), I know now that I had to find my niche and test my deepest beliefs. I was fortunate to find my metier in librarianship and teaching.
>
> Since the age of four I have believed in the potential miracle that lies within the library's power to perform for each user.

A sense of commitment is assumed to be a reason for choice of a profession; as such it should certainly carry over into one's motivation for development in the chosen career.

Another form of direct influence is that categorized as the extrinsic

incentive—"on-the-job atmosphere," mandates from employers or employing agencies, and the like. These were stated by the respondents as follows:

> Here I have been directly involved in all aspects of continuing education for labor management. I have gone into such detail to indicate that my motivation has been not so much inner-directed but rather required by the circumstances.
>
> It seems to me that one-the-job atmosphere or climate has been, under some circumstances, the important motivation. Unless job surroundings create a climate for continuing education, only the very highest personal motivation is sufficient stimulation.
>
> As I recall, my initial motivation was related to my library job at the time. I undertook a formal course to help me on the daily job but this soon changed to recognition of the need for further education.
>
> In the first instance, because I was told that I had already hit the ceiling for advancement in librarianship without [more] professional training.
>
> The primary motivation was involvement during doctoral research in information and computer technology and seeing the initial impact of this infant (at that time) on my own areas of specialized interest. A secondary motivation was working with people who had the vision to see the impact of these new technologies on traditional disciplines and who believed in the idea of continuing education enough to provide the opportunities to participate in programs.
>
> I believe my primary motivation was an economic one. Recognizing that librarianship was relatively down the economic ladder and that there were relatively few high level positions in the library profession, it was obvious that competition for good paying jobs would be keen and that extra effort would be required to stay ahead of the competition. An important but secondary motivation was a sense of insecurity stemming from a weak formal educational background in both the humanities and library science.
>
> In the beginning: Necessity for meeting certification requirements and conditions for promotion and increased salary. Later: Desire to do a better job and native yen to see what was going on in my profession and in the world.
>
> In library school, there was constant recognition of the need for education beyond library school. . . . Staff associations and employ-

ing agencies have also encouraged me by offering full or partial tuition on a merit or application basis. . . . Unfortunately, this rather spoils one who then goes to a place where it is not encouraged. Also, I grew up in a family where attendance at meetings and conventions, responsible work with groups, office-holding, etc., was customary and where we were encouraged to have similar responsibilities.

Two respondents described how they provided this atmosphere for their staff members:

In order to stay abreast of new concepts and developments in the field, I have always felt that it was imperative to read most of the professional journals and attend professional meetings as well as institutes. At the same time, I have encouraged my staff to attend conferences and institutes and to keep up with the literature in their field. I remember being told by one of my colleagues where I served as chief librarian at one college that "We never read the professional journals until you began routing them to us." This comment led me to institute a discussion of provocative articles at staff meetings in order to help the staff engage in professional self-renewal.

As it became apparent that many in our profession have become (or are becoming) obsolete technologically, I became increasingly concerned about providing opportunities for continuing education. As an administrator, I tend to use a word much stronger than "opportunity," something similar to "insist." One criterion for promotion and pay raises at ——— State College was an individual's willingness to engage in self-education activities.

A third respondent, not an administrator, in describing her choice of strategy spoke to this point from the view of a staff member:

First of all "opportunity." The young professional must be given opportunity (time off) to participate in workshops, institutes, conferences whenever possible. Early opportunities will show him the benefits to be accrued from this type of activity and later when greater involvement with the job forces the individual to make decisions, he will not forego the continuing education for the job. . . . The second key is "support," both financial and moral, for those desiring continuing education. Look for an employer who believes in, participates in, and supports continuing education, and realizes its values.

On this point, Stone reports findings of actual opposition among some administrators to continuing education activities on the part of staff! [5]

Still another kind of direct motivation is that represented by the availability or accessibility of opportunities for continuing education:

> Just sheer opportunity. Someone in a local, regional, or divisional organization either within the profession or a university decides to make a program available. Obviously there has to be some sense of need, but availability is sometimes the principal reason for attending a program. [Also] a genuine recognition that training or information in a particular subject or function is needed to understand the direction the profession is taking or to do better work in one's own position.

> Availability of ——— State College and courses that were given in the late afternoon and evening.

> After four years in the Army, I was frankly stimulated by the G.I. Bill to continue my formal education. By this time I was interested in the extension of library service to include non-print materials and my objective was to secure a degree in educational communications.

Curiously enough, in this day of the availability of HEA fellowships and scholarships, this respondent was the only one to mention availability of federal financial assistance for continuing education. It should be noted here that Stone reports three major deterrents of continuing education found in her study, of which the first was lack of available time and the difficulty of fitting activities into the schedule—certainly an aspect of climate or opportunity which is the administrator's responsibility.

Job mobility is mentioned briefly by Stone;[6] two respondents in this sample noted its possible significance as a direct motivating factor:

> While this may be unorthodox and certainly outside the general definition of continuing education, I consider the changing of jobs (assuming the change to be upward in terms of the kinds and ranges of responsibilities involved) and the on-site learning of a new position to be a rather practical form of continuing education.

> Since I have changed specialities several times (from public to school libraries, from traditional library to media center, and from work with the public to supervision to administration to staff work to library education), the changes in the tasks I have undertaken have required more education. . . . The fact that I have moved into and out of several large cities has also meant that affiliation with a professional group was one way of becoming acquainted with a segment of the community with which I might find much in common.

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Indirect influences were stated frequently by the group of "achievers" selected for this sample. The author's subjective analysis of the returns indicates the likelihood that this group of achievers was more highly motivated by indirect motives, perhaps more "inner-directed," than was the case with the sample used by Stone. One indication of this was the almost total absence of any mention of deterrents such as those reported by Stone. The "threat of personal obsolescence" category cited below should not be taken as a deterrent in this sense, since it is stated as a personal, indirect motivation. It might be significant to study two different kinds of samples for this factor using a structured sample of achievers, in comparison to Stone's sample of two library school classes. The answers fall under 1) the threat of obsolescence or, conversely, the desire for advancement in the profession, and 2) changes desired in one's own qualifications.

Statements which can be explicitly categorized under "threat of obsolescence" or desire for advancement were typically made as follows:

> I feel that it is imperative that librarians keep abreast of the new techniques, ideas, innovation, and information that concerns the profession and the community it serves.
>
> I was forced to just for self-preservation. Just because I had "obviously" something of leadership ability, I quickly rose to supervise 15 people (four professionals and 11 non-professionals). Running a large department forced me to read management material. And I enjoyed it also. But I felt my great lack of background in administration.
>
> A realization of the change taking place in librarianship and a realization that there is a real limitation as to what and how much you can learn in library school, particularly if you have had no previous good library experience.
>
> The motivations were many and various. I suppose that the two most important were, in order, personal interest in particular fields and increasing my abilities in librarianship. There is the corollary which I do not lose sight of, that continuing education increased my marketability. While I like money as well as anyone, my primary purpose, however, in increasing my marketability was primarily to increase my capacity to effect some kind of changes or to have influence on the profession.
>
> It has always been the problems to which I have no answers, the

continual changing patterns of library service and the philosophies of service that startle one into examining one's own motives and reasons for doing things that have kept me reaching out. I can't call the process that I have followed continuing education in the formal sense, but I do feel it is typical of many public librarians who never get sabbaticals for study and have to absorb all there is in the library meetings, professional literature, inservice training courses given around them.

I was primarily motivated to become involved in continuing education because for 11 years I served as chief librarian of two predominantly black colleges and for seven years in a rather isolated setting. I felt a compelling urgency in this isolation to establish Great Books discussion groups for the people of the community, which not only helped blacks and whites to meet and intellectualize over the great philosophical questions, but it was also a mechanism for keeping my own mind open to new ideas.

As the director of school libraries in a rapidly developing program it was necessary for me to seize every opportunity to participate in informal continuing education activities—a year-around position allowed little time for formal advanced study.

Initially the motivation was simply a desire for upward mobility in the profession and continuing education, rather broadly defined as a means of achieving such mobility. However, in subsequent positions, it became clear that continuing education was vital to carry out new responsibilities, and then continuing education became a necessity for continued professional growth and for maintenance of the skills needed on the job.

My conviction that librarians, especially young adult librarians, needed fresh perspectives relative to their work. And a personal promise to improve personally and professionally.

Another group of indirect motivations falls more clearly in the category of a desire for change in knowledge, skills and understandings, and, in some cases, specified particular needs which were felt:

There are inevitably not one but many motivations to consider, including the desire to learn and to understand, as well as the desire to share, to participate, to enjoy, to compare, and to brag a little.

To update my library education in order to meet the changing and growing responsibilities in my own career; to strengthen my knowledge in those fields which increasingly touch that of the urban

public library and which were not included in my library education: politics, urban sociology, municipal finance, regional planning concepts, etc.; to keep current on concerns which occupy the thoughts and motivate the responses of younger staff members.

My reason was to develop a deeper understanding, supported by objective research methods, of the problem of book selection and censorship in the high schools of America with the possibility of publication. Continuing educational experience in the past has served the purpose of broadening my scope of knowledge as well as to sharpen my professional consciousness about more effective and meaningful library service.

My motivation for whatever involvement I have is clear. It is simply the pressing need to keep up with advances in the library field in order to do my job properly. I include under this heading, of course, the need for a steady input of new ideas as well as factual information. In my own situation (and this is purely personal) the motivation has not been a desire for professional advancement.

My main motivation was to extend my horizons beyond the immediate positions which I have held in order to be in step with trends, developments, new ideas, and experiments that were being discussed, criticized, implemented, etc. Perhaps equally important is my general inclination to enjoy meeting people with common interests, goals, etc.

My motivation for continuing learning has been developing personal interests (and no doubt self-interest), supported by the encouragement of library school faculty and an employer.

I simply don't know enough about numerous aspects of librarianship in general and administration in particular. [This respondent is one of 15 Ph.D. holders in the sample.] I firmly believe that in order to run a library, I need to have at least some familiarity with various activities under my supervision. Furthermore, the field is changing so rapidly that I'm hard put to keep up on the job.

This is not an easy question for me to answer. I think, however, that curiosity and desire to perform well rank high for me as motivation for continuing education.

Having just completed the doctorate, I'm still recuperating from the rigors of formal study. However, I'm fast becoming motivated to begin study in the areas of technology (needed for personal survival on the job), educational technology (some expertise is desirable for classroom presentations) and higher education (the subject interests

me and also should prove helpful to my academic career). The strongest personal motive for my engaging in continuing education would be personal pride, i.e., the desire to stay abreast of current trends so that I can keep the respect of my students and colleagues. Of course, interest in the field, intellectual curiosity, also plays an important role.

To summarize the statements of motivation quoted above from a group of library achievers who represent the full span of ages in the profession today, their own statements of motive suggest a high degree of similarity: both direct and indirect motives have been reported, with indirect (and internal-individual direct) motives *appearing* to have had greater weight with this particular group than forms of direct pressure. Stone concluded that "length of time in librarianship makes a difference in kind of motivation and degree of motivation toward continuing education." [7] Degree of aspiration and number of years between the bachelor's and master's degrees also seemed to be significant factors. Stone's Professional Index Score was the single individual measurement that seemed to have the greatest overall relationship to degree and kind of motivation. Whether achievers selected, as they were for this sample, would also rate high on the Professional Index Score is another interesting question for further study.

The question of criteria for programs of continuing education for librarians was not directly asked in the inquiry used for this report; however, some indications of the criteria which this particular sample would set can be gleaned from their responses and from the literature of continuing education. Houle has perhaps studied the subject of continuing education in the professions more intensively than any other scholar today, and he has pointed out that "all professions have marked similarities of approach when they undertake continuing educational programs. . . . Yet this similarity of approach is almost entirely ignored in both theory and practice." [8] In describing further the characteristics of a program of continuing education for a profession, he identifies two aspects: 1) a formal program set by external agencies, a collective approach, and 2) the internally set program laid out for himself by the individual member of the profession. This paper will deal only briefly with the first. The second, the strategy of the individual librarian, will be dealt with in more detail.

Houle points out in connection with the collective approach that:

If the term "continuing education" has any meaning at all, it implies

> sequential experience in which one module of learning, however independently valuable it may be, gains force and direction from the cumulative impact of its integration with other modules.
>
> At present, the most startling and ironic characteristic of continuing education is its discontinuity in the experience of the professional himself. Sequence is seldom planned—at least in the entrepreneurial professions (such as law, medicine, or architecture) or in the organizational professions (such as teaching, engineering, or librarianship).[9]

As a past officer of the American Library Association who has had the responsibility of chairing conference committees at divisional, association and state levels, the author can confirm that Houle's assertion is certainly true of the library profession. The fragmented planning, a new committee each year, each member with different notions as to what is of concern, and with subjects broken up among "regular" conference sessions, preconference sessions, divisional publications, etc., reflect certainly an "age of discontinuity" so far as continuing education may be concerned. It seems safe to say that at present there is no long-range planning of either state or national association programs for the continuing education of membership. The content of each activity is based on whatever is, for the moment, new and demanding. The institutes held in the past few years by the new Information Science and Automation Division (ISAD) of ALA, however, seem to the writer to be the most hopeful sign of a countermovement. It is therefore recommended, as being of the strongest urgency, that each division of the American Library Association, as well as the association itself, examine its program planning with the aim of setting up a long-range plan for the continuing education of its members. The experience of ISAD indicates that it can be done. State associations should work closely with state library agencies to the same end.

The comments from the respondents to the questionnaire imply some support for this recommendation, though it is generally by implication and is stated directly in only one or two responses. The responsibility for such action was clearly assigned by Houle in his speech to the American Library Association at its 1967 midwinter meeting:

> The professional association crowns all other efforts at continuing education and bears the chief collective responsibility for it. A manifest function of every professional association is the continuing edu-

> cation of its membership; indeed, scarcely any other function has a longer tradition than this one.[10]

The admonition to young professionals to join state associations, to join the national association, and to become involved in their activities was made almost without exception by the respondents and implies that the professional association plays an important role; but almost invariably this admonition was coupled with the comment that it was the personal contact achieved at the meetings which was the important component.

The role of the professional association in furthering continuing education is, however, only one side of this coin and, in the opinion of the achievers responding to this questionnaire, possibly not the most important part. The other side of the coin is the role of the individual librarian/professional in furthering his own continuing education through his own efforts. This comes from the general literature on continuing education as well as from the responses. A federal judge, speaking in another context, has stated: "The most fundamental premise of our constitutional scheme may be that every adult bears the freedom to nurture or neglect his own moral and intellectual growth."[11] And in one of the most widely quoted books of the past decade, John Gardner stated: "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education."[12] And Houle confirms this as it applies to the professional:

> For ultimately every professional must accept the responsibility for knowing and for serving, for facing the daily task of applying his specialized knowledge to the particular cases which he encounters and for guiding and shaping his own career. . . . When the young professional moves into the field, the prime responsibility for his learning passes from the professional school to him and to the association to which he belongs.[13]

As one of the respondents to the questionnaire so cogently put it: "Every professional worthy of the name has to keep up with his profession or he wakes up years later and finds himself buried and forgotten in his own rut." Another respondent closed by saying: "This letter may explain why I do not believe the whole responsibility for continuing education rests with the graduate schools." But though many would share this former dean's opinion that the responsibility is shared, few have recognized as explicitly as is needed the fact that the prime

responsibility rests in the long run with the individual librarian himself.

If this point be recognized, the question then becomes "At what point in his career should he start on continuing education?" The respondents had very decided opinions on this question:

> The young professional should very early in his career plan for the systematic up-dating of his professional and technical knowledge through continuing education.
>
> Start planning your continuing education (ideally with the help of faculty) even before you leave library school unless you really have a "fix" on one type of library work.
>
> I would recommend to the young professional that he come to the realization at the beginning of his career that he has already entered the first stages of obsolescence. Once he understands and accepts this fact the strategies for continuing education will be determined by the individual's perception of his role in his chosen career.
>
> Upon graduation, begin right then to take courses which will support and extend his formal library school education . . . every librarian must recognize that his amount of professional satisfaction and success will be in direct ratio to his ability to relate and to respond to current forces . . . only through continuous education can this be achieved today.
>
> Since I have only been out of library school for four years, I am just now getting to the point where I feel the need for some continuing education.
>
> As for a timetable, a beginning professional should have identified at least one area of professional concern by the time he has put in five years. At this point enough experience has been gained to take advantage of greater specialization with little loss of enthusiasm.

It is interesting to see the author's preliminary assumption confirmed; i.e., unless the professional has decided on a specialty and made a beginning of a continuing education program within five years after graduation from library school, he will, in the opinion of this group of librarian achievers, be hopelessly lost and "behind the eightball."

In any development of a plan, the setting of goals or objectives is normally one of the first requirements. The respondents saw this activity as being both long-range and "operational" and more immediate in nature. One administrator of a large university library had some doubts about objectives, but then described her own long-range goals

as advice to the beginning professional: "If young librarians today are at all like me, they will not have very articulate objectives for continuing education for some time, but will take the opportunities that suit their temperament and seem relevant to their hopes." Most of the respondents however felt very strongly that it was important to set objectives, for example:

> It seems to me important for young persons to think seriously about their future goals. Where do they want to go? What do they want to achieve? A hit-and-miss professional advancement which just seemed to propel me along is not really a satisfactory way of operating. In my own defense, however, I will say that university teaching has always been my ultimate goal. The young person should consider his goals and what type of continuing education is important as he achieves them.
>
> It might be useful for the beginning professional to set himself career goals and educational goals for say three years, five years, and ten years after graduation from library school. In my own case, there was an interrelationship between career advancement and educational achievement. Which came first is difficult to say. [This from a younger library school dean.]

And from a young professor, recently completing the doctoral degree:

> Establish career goals early in life and then choose those continuing education programs most likely to help you achieve these goals. Keep in mind that the longer the time period since your last formal study, the greater the effort you must put into continuing your education via more informal approaches.

Operational objectives were implied by the sequential recommendations made by several of the respondents, for example:

Maintain alertness to developments in the field by:
- widespread reading of library literature;
- being active in professional library organizations;
- participating in conferences and institutes where high level interest and relevance in coverage of dynamic problem areas are maintained;
- taking advanced study for delving more deeply into changing patterns of library service and the critical issues of the times;
- keeping up with regular library journals plus several of the better state journals;
- attending as many seminars as possible in your state;
- starting such seminars yourself with other young professionals;

attending state library meetings; and
pushing for active, substantial programming plus follow-through.

When practitioners come across technological developments that they are unfamiliar with or do not understand, they should take the initiative to fill in the blanks either by registering for an institute, attending a short course, or by encouraging others in their community to establish a course. I think the keynote is to take an active role rather than remaining passive until someone else takes the initiative.

The principles for determination of areas of study within the continuing education program are implied by the respondents rather than stated explicitly. The individual librarian must assess his own competencies, interests and needs and determine what *he* needs on that basis. Many of the respondents stated specific individual needs but these will no doubt change as time passes—and as interests and needs change.

Young professionals should as soon as is practicable, select a specialty or an area which interests them (information retrieval, work with the disadvantaged, etc.) and involve themselves in as many continuing education activities dealing with this chosen area as is possible.

Establish an area of specialization as early as possible so that continuing education can be directed toward specific goals. Be alert to innovative aspects of the profession and, if compatible with his own interests and capabilities, search out opportunities to prepare himself for a role requiring the new skills and knowledge. Analyze the competencies needed for the type of position he hopes to attain.

An ALA officer and director of a large urban public library system feels the need for continuing education in the following areas of study:

Management principles (e.g., program planning and budgeting system, etc.); library buildings; planning techniques; urban planning as it ties in with the library; and community and public relations.

He says further:

In terms of strategy, I have found that my master's degree in a subject field has been of enormous importance in relating to faculty from the teaching departments on campus; therefore, I would strongly urge young librarians who desire academic library careers

to acquire a second master's degree in a subject field and in some instances . . . the Ph.D. degree would be an asset.

Two young professors report the following formidable programs of continuing, post-doctoral education already accomplished and important to their current careers:

1) Formal courses in mathematics and managements at the graduate level which provided necessary tools in advancing my performance and knowledge in information science. 2) Formal short courses in computer programming, information technology, and coordinate indexing, which provided background and practical experience in developing systems which were not yet part of formal library school programs. 3) Informal programs such as attendance at conferences, participation in and attendance at workshops (i.e., Rutgers Seminars 1964-65). To a certain extent through consulting activities although one is usually hired because of subject expertise. Active participation on professional committees although this too usually involves professional expertise at first.

1) Library institutes: e.g., 1968 Federal Library Institute sponsored by Catholic University/USOE. Proved enormously helpful for teaching government publications because of personal contacts made through it as well as current information given. 2) Educational research workshop, USOE sponsored, a week long, 1969. Helped me to improve statistical skills and other basic techniques. 3) Participation in state committee meetings. Helps keep me informed of what is currently happening in the field and provides opportunity to visit libraries. 4) Attendance at professional conferences, e.g., library school curriculum conference at University of Illinois, 1970, as well as state and national association conferences.

Other recommendations are more general:

Identify both general and special areas related to your chosen field and plan some ways to get involved and to learn. Consciously plan a reading program for yourself to extend your horizons as well as to reinforce. Be selective in choosing the best ways to spend your money in relation to conferences attended, associations to become involved in, etc.

One of the most important gaps in our knowledge, no matter how much is written about it, is our ability for interaction with people—so one should keep one's eyes peeled for that. Second is the knowledge, true knowledge, of what today's technology is, what it costs, what it can do to achieve the objectives of the institutions we are

serving, rather than a means for itself. Third, one must realize that one is not frozen in time, so that newer devices, techniques, and ideas are always around. One must therefore read voraciously in all fields of knowledge.

I suggest that the beginning professional attempt to identify areas of concern around which he or she can orient his or her professional aspirations. The identification of these areas necessitates increasing the level of specialization. Becoming involved in professional associations is one way of getting exposed to various areas. . . . This is the most important aspect of continuing education—identification of interests.

This last quotation leads directly to the next pertinent question—how to set priorities—and is itself one answer to the question. Only one respondent stated a basic priority, which no doubt is taken for granted, but nevertheless will bear repeating:

One of the most important things is to get as much formal education as early as you possibly can. While there are many complaints about formal education, anyone with the intellect of a moderate-sized rabbit can easily cover the prescribed requirements of a course and, at the same time, get from the professor and from course activities which he generates for himself an understanding of the area that is really tailored to his own needs. Too many people don't understand how to do this and I must confess that I learned it very late myself. I happen to think that collecting all the little labels indicates that you are qualified to practice your profession and teaches you quite a lot about librarianship. Even if it did not, the ability to carry through on this shows that you can do all of the conventional things and gives you the necessary licenses to have a reasonable amount of influence, without sounding like a malcontent who is complaining only because he can't meet the existing criteria.

Others state priorities in more general terms:

If I had it to do over again, I would rate the potential quality of supervision very high in job consideration.

Take every chance you get to work on the "edges" of your profession, where people are playing with new ideas, trying new experiments, working out new combinations of activities, procedures, and organizational patterns. Don't let yourself get committed too firmly to any long-term "well-laid" plans.

Get in on the programming. . . . Plan a dynamic realistic program of continuing education in terms of needs and resources.

Select, if possible, employment opportunities in systems which offer inservice programs. Make some long-term decisions, e.g., whether to work toward a degree and if so, what one. Determine whether (or more probably, what kind of) continuing education may be needed for the goal one may have in mind, in terms of specific jobs, types of libraries, etc. Review one's goals and one's progress toward them periodically but regularly.

In considering the final question of strategies for continuing education of librarians, the writer must confess that the idea had not occurred to her before that strategies should be selected and plans made. Like the majority of the respondents to this questionnaire, her rationalization obviously was that continuing education consisted primarily of externally organized course work. This, in spite of the fact that also like most librarians worthy of the name, the writer is a constant reader and critic of professional literature. However, the work done at Harvard Graduate School of Business by Dill and his associates has been most helpful and is recommended, along with Stone and Houle, as basic source material on this topic. Selecting a strategy, choosing a learning agenda, is only the first step in continuing self-education. Putting the agenda into effect is the real nub of the question; Dill recommends three approaches which have been used in business:

The acquisitional process: "knowledge, opinions, or cues to understanding and skill development are absorbed by reading and listening. . . . It alone is not enough. Acquisitional strategies break down if there are no experts to consult or if what the experts offer is difficult to understand and use." And by the time the expert has published, he probably knows something better.

Experimental strategies may suffice where acquisitional do not. "Managers learn by living, acting, watching, and listening for results, and reflecting on the relation between what they see happen and what they expect to happen." Limited because "it provides diffuse ambiguous signals which are hard to interpret . . . likely to be rooted in the past."

Exploratory learning is appropriate when the problems are unfamiliar, or when the costs of finding experts or accumulating experience are high. It is "a deliberate organized search for information and experience. It involves posing questions, testing hypotheses, and running experiments. The end objective may be to find 'answers' or it may be only to learn how to pose sharper questions or more believable hypotheses." [14]

Continuing Education to Meet the Personalized Criteria

Stone in her recent research on professional development of librarians found that: "No matter how the librarians were classified they all were generally spending the most time and energy on the same professional development activities and they generally thought that those activities were the ones which would do most for their growth in the profession." [15] She further concluded that: "The librarians were less involved with activities which call for independent action. Most of their time was devoted to library association work; meetings and conventions; visiting other libraries; recruiting for the profession; and reading professional literature, particularly library journals." [16]

An analysis of the returns from the forty-seven respondents designated by the author as librarian-achievers confirms that this is indeed the case with almost all of this particular group, as well as the two library school classes with which Stone worked. Without categorizing the continuing education activities too closely, it would appear that the great preponderance of forms (kinds) of continuing education reported by the respondents would fall under Dill's first two strategies: acquisitional and experiential. Only a few of the statements will be quoted here as typical:

> The most important form of continuing education for me has been reading. The kinds of reading have included not only the strictly professional literature of library publications, but also a much broader span of books, journals, and documents which reflect what is going on in the whole field of higher education. The formal literature seems to me perhaps less useful than such things as the annual reports of librarians and reports of various special committees.
>
> As someone has noted, librarians are the only professionals who are not up-to-date in their field if they are reading only in their field. Professional reading provides information and background, general reading the *raison d'être* for the work of librarians.
>
> As I see it, the newcomer needs to be a sponge, soaking up as much as he can about the field in general, his personal interests within it, and about his kind of library and position within that library in particular.
>
> Reading of the professional literature in itself was neither most effective nor most important, except that it was fundamental to satisfactory participation in other forms of continuing education.

Institutes, workshops, short seminars seem to be indigenous to librarianship; the evidence is that a majority (a minimum of thirty-seven out

of forty-seven) of the respondents have been involved, either as participants or leaders in some form of institute, another example of acquisitional strategy. There was enough questioning of this activity, however, to be worth quoting in more detail:

> *Pro:* Participation in short-term (usually 1-5 days) meetings and conferences, I would rank second, especially the stimulation and challenge received from others who are knowledgeable in my chosen field and in other disciplines.
>
> I have found that the institute or workshop approach seems to be the most effective, if done properly. It requires a good mix, a small group (no larger than 35 I would say), the possibility of splitting into smaller groups, a combination of lecture, media, practical and tutorial sessions, with a certain amount of socialization thrown in. And finally it requires feedback and follow-up devices when the sessions are over.
>
> *Con:* Workshops and such things are often fun and you meet people there. But you can do better by going to visit people's shops. . . . It doesn't mean to say that I'm against workshops, but rather that they cannot serve, at least as presently constituted, the role that we are constantly setting for them of retreading old skills.
>
> *Qualified approval:* I have found inservice training courses and the longer institutes to be more effective than the shorter sessions. In part this is because systems and management are complex topics and a one-day institute can do little more than whet one's appetite. The same can be said for the one-day institute that purposes to train people in automation. It can't be done.
>
> Seminars, workshops and institutes where in-depth study of specific problems can be carried out have been most effective for me.

Numerous comments were made of the superior value of institutes by non-library agencies on library-related topics, for example:

> A program on management offered jointly by the USOE and the U.S. Department of Agriculture was very enlightening concerning modern administrative techniques—and applicable to library problems.
>
> The most effective types of continuing education for me have been primarily those which were not related to librarianship, at least not sponsored by library agencies. Among these are: a training course in management sponsored by the State Personnel Board; a training course in Program Planning and Budgeting System (PPBS) de-

veloped by the State Bureau of the Budget; an IBM customer seminar on the use of automation in libraries.

A number also bore witness to the special effectiveness of formal course work, pursued after completion of library preparation and at a time in the individual's career when a specific need had become pressing, for example:

> I am pretty sure that I set a very high value on learning and understanding in a long-term structured, theoretically oriented program of education. For instance, the 16 quarter hours which I recently took in the public administration program seemed more fruitful than anything I had done previously because the graduate courses provided theoretical insights for the experiences of the past and the problems of the future; although I did not find time to continue the program for the degree, I benefited immeasurably from this mind-stretching.

> I think that people tend to forget that formal education is one of the most effective, well organized, and worthwhile forms of [continuing] education. . . . I would put formal education among the top ways of increasing one's personal effectiveness as well as learning.

As a further confirmation of this last point, Stone found that "if an ideal is to be achieved, it should require, among other things, more advanced study, both formal and informal in areas which did not appear to be of major concern to the librarians in this study." [17]

One gets the feeling, both from reviewing the literature on continuing education in librarianship and from reviewing the respondents' answers, that the profession must be filled with people frantically, even frenetically, searching for help in upgrading their qualifications—a search which, however, it must be remembered, is not peculiar to librarianship but is today shared with all professions, from the most ancient to the newest and most recently established. And yet, in measuring the library profession against the recommendations from other fields, one is also forced to recognize that relatively little attention is being paid by librarians to the third strategy of self-education recommended by Dill: exploratory learning as a "deliberate, organized search for information and experience." [14] This low attention paid to exploratory learning would also appear to have a close relationship to the well documented lack of esteem for research on the part of librarians, as a learning activity in which the practitioner should engage.

In applying her research findings to the field of school librarianship, Stone reports that:

> One of the significant findings in this study was the minimal interest of all librarians in research: 77.5 percent of the total population and 94 percent of the school librarians had not engaged in any research projects since receiving their MLS degree. . . . In actual practice, however, probably the best device to combat librarian obsolescence is giving the librarian responsibility for solving library problems through the use of research findings.[18]

Only seven respondents gave evidence in their comments of having used as a part of their own continuing education programs this exploratory approach; in several cases it is closely tied to the obligation to write or to prepare speeches, an activity which, if effectively done, certainly requires an exploratory approach. Some examples are quoted here:

> I suppose my own study and research in preparation for speaking, teaching, and coordinating workshops and federal institutes would be rated as most effective.

> I consciously decided to take the route of independent study and publication, both of which in any event appealed to me. My continuing education has therefore been built upon this model. Writing seems to lead to speaking, and this stimulus (with its built-in deadlines) was added to my own interests as they continued to develop.

> The most effective kind of continuing education for me has been my personal engagement in research activities—for the required reading, the search strategies, and the writing of articles—for beyond a shadow of a doubt, I learned a great deal which did not culminate in the publication of a paper, but more importantly, I discovered new ideas and methods that I could bring to bear upon problems that I had to solve as librarian.

And from a past president of ALA, who has been a major contributor of new ideas and new solutions to old problems in the profession, the following terse statement came: "Intellectual curiosity, continuously applied to every feasible approach to increasing one's knowledge and skills in all areas of librarianship at every opportunity."

In final summation, then, this paper has attempted to portray the motivations of a group selected as "librarian-achievers." On the basis of this admittedly superficial survey it appears possible that a group of achievers may be somewhat more indirectly motivated and perhaps

more "inner-directed" than would be the case with a cross section of two library classes—a finding which may be worthy of further investigation. Further, in describing criteria for a continuing education program it has been pointed out that other professions have found two kinds of programs to be important: on the one hand, that of external agencies, a collective approach and, on the other hand, the internally determined program set in motion by the individual professional.

Criteria for programs of continuing education and strategies for self-learning seem to the writer to be confused both in the minds of the respondents and in the literature cited. For example, strategies for self-learning found to have been followed by achievers are reported as follows:

> There are three strategies which the achiever tends to follow throughout his life: 1) Achievers like to set their own goals; 2) Achievers tend to avoid extremely difficult goals, prefer moderately difficult ones that will be challenging and at the same time possible of accomplishment (the achiever wants to win); 3) Achievers prefer tasks which give prompt feedback. For the achiever in an organization, motivation can be provided through building more achievement characteristics into jobs, such as personal responsibility, individual participation in the selection of productivity targets, moderate goals, and fast, cleancut feedback on the results each individual is attaining.[19]

The criteria cited from the replies of the librarian-achievers included the selection of a specialty and the initiation of continuing education during the first five years after graduation (or earlier if possible); the setting of goals (preferably by the professional himself); the choice of positions where there were opportunities for continuing education and a degree of mobility as providing this opportunity automatically, were indicated as three of the priorities. The selection of continued, structured educational opportunities for continuing education as part of the self-education program was also considered important and a number of areas of study were designated, with indication that administration, human relations, and automation are particularly significant at this time.

The evidence seems to indicate that many librarians are participating in programs of external agencies, but that there is a very definite need for a more organized structure with the professional associations and the library schools sharing the major responsibility. Current efforts of the associations are fragmented, lacking in continuity, with no culmina-

tion but rather a tapering off, and little of sequential learning resulting in many cases. A strong recommendation has been made to the American Library Association for a more structured approach in this paper, by Rothstein five years ago,[20] and as one of the suggestions derived from Stone's research.[21]

It will, however, do little good for the finest structure of external courses to be built up (and in many cases non-library courses and programs may be more profitable), unless the individual librarian makes it his personal responsibility to initiate and plan his own continuing education. Strategies for the individual's self-learning have been identified as being acquisitional, experiential, and exploratory. Considerable evidence has been found that librarians are making heaviest use of the acquisitional strategy, possibly somewhat less use of the experiential strategy, and even less use—as measured both by involvement and esteem for it—of the exploratory strategy. Evidence from the field of business, however, shows that the exploratory strategy is in fact the most effective method for solving the extremely difficult problems and for producing the greatest change in knowledge and attitudes.

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